



# Human Development: Infancy to Later Adolescence

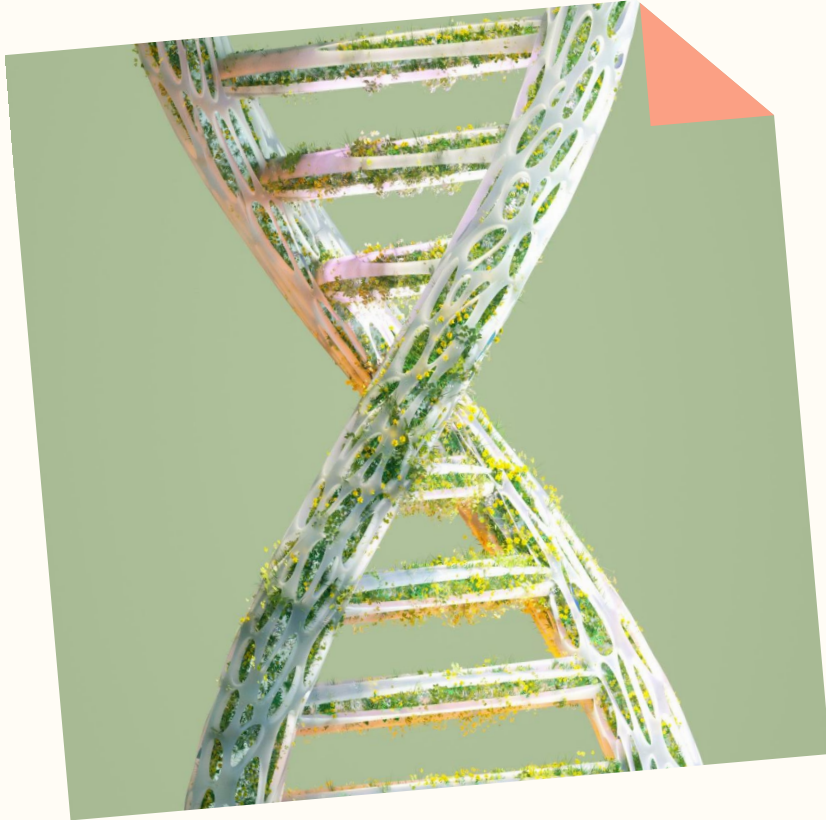
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I have adhered to the Honor Code for this assignment. - *Satoru Uchida*



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## Case Overview: How I evolved?

I am 22 years old, and I am the collective of what I have been experienced over the years. So who am I, who are typing down this, based on current understanding of my past? This project is a brief case study of my life using Erikson's psychosocial theory and cognitive behavioral theory.

# Psychosocial Theory

Psychosocial Theory, mainly developed by Erik Erikson, is a theoretical framework that 1) identifying and differentiating central issues from conception to death, 2) assumes each human being have the ability to contribute to their own psychosocial development at each stage of development, and 3) considers the active contribution of culture to individual development. Psychosocial Theory has taken account of biological, psychological, and cultural factors of human development; thus the theory remains mainstream in developmental psychology for long period of time.

Erikson originally proposed 8 stages of development, but currently we consider 10 or 11 stages, including prenatal and other specified development stages. For this project, I would focus on 6 stages - Infancy to Later Adolescence.

# Cognitive Behavioral Theory

I would use the psychosocial theory for my project because it has timeline structure, but I would also refer to Cognitive Behavioral Theory. Cognitive Behavioral Theory (CBT), developed upon social learning theory, tries to capture the effect of culture on human development. It put the self-referent cognitive abilities of human being, that came after the evolution theory, on the center of the theory.

Despite CBT does not specifically relate itself to ages/life stages, it has some implications of each lifestage. I would refer the textbook "*Social Cognitive Theory*" written by Albert Bandura, who played a central role in developing Social Learning Theory and advanced it to Social Cognitive Theory (SCT), also known as Cognitive Behavioral Theory.



# Infancy: First 24 months

## Psychosocial Theory

- Crisis
- Development tasks
- Prime adaptive ego quality

## Cognitive Behavioral Theory

- Development of Agency
- Motivation

# Infancy: Affection 101

## Psychosocial Crisis

Trust vs. Mistrust

Trust is the appraisal of the availability, and sensitivity of another person.

## Developmental Tasks

Habituation: when infants' response decreases after each presentation of an identical stimulus. In another word, getting familiar with surrounding world.

## Prime adaptive ego quality/core pathology

Hope/Withdrawal

Feel safe and comfortable for parents/Expects punishment from parents and have fear

## Cognitive Behavioral Theory

### *Development of Agency*

Three steps of the development of agency:

- 1) Perceiving causal relations between environmental events,
- 2) Understanding causation by actions,
- 3) Recognizing oneself as the agent of those actions.

Infants shows 1) sensitivity to causal relations between environmental events in their first month, 2) seeing the actions of others make things happen, and 3) acquire a sense of agency when they recognize that they can make things happen and they regard themselves as agents of those actions.

### *Motivation*

Motivation is a general construct, and CBT distinguishes three broad classes of 1) biological, 2) social incentives, and 3) cognitive. However, physiological state is controlled by cognitive, even among infancies.

# Toddlerhood: 2 - 4 years old

## Psychosocial Theory

- Crisis
- Development tasks
- Prime adaptive ego quality

## Cognitive Behavioral Theory

- Human Agency
- Social Modeling



# Toddlerhood: Encounter to Other

## Psychosocial Crisis

Autonomy vs. Shame and Doubt

Autonomy: ability to behave independently

Shame: negative evaluation of self

Doubt: feeling uncomfortable in most situation

## Developmental Tasks

Locomotion (physical), Language and communication skills, fantasy play, and self-control (psychological)

## Prime adaptive ego quality/core pathology

Will/Compulsion

Socialize with others at Church/Obsessive to behave exactly as my parents want me to do

## Cognitive Behavioral Theory

### *Development of Agency*

As children increasingly become aware that they can produce effects by their actions, they spontaneously describe themselves as agents of their actions and cite their intentions as they engage in activities. Construction of Selfhood begins around here.

### *Social Modeling*

"As children's intellectual development progresses, they become capable of delayed imitation of modeled events which they previously could not take." Language acquisition and Moral judgement, gender development, and aggression is what young children usually go through. It is based on observation and imitation of others surrounding them, insisting the importance of social environment at that age.

## Early School Age: 4 – 6 years old

### Psychosocial Theory

- Crisis
- Development tasks
- Prime adaptive ego quality

### Cognitive Behavioral Theory

- Morality

# Early School Age: What is Good?

## Psychosocial Crisis

Initiative vs. Guilt

Initiative: expression of agency and innovation  
Guilt: accompanies the realization of having an unacceptable thought, fantasy, or action

## Developmental Tasks

Early Moral Development and Gender Identification, which has two theories;  
Essential differences (Physical) and  
Constructivist perspective (Psychological)

## Prime adaptive ego quality/core pathology

Quality-Purpose/Inhibition

Enjoy problem-solving school works/Sense of obeying parents and having no self control

## Cognitive Behavioral Theory

### *Morality and the Set of Moral Disengagement Mechanisms*

Children are beginning to internalize moral standards, moving away from the external, physical sanctions of their earlier years. Parents and other significant adults model and explain standards of conduct, and children learn to anticipate social consequences for their actions. While children still primarily focus on consequences, they are starting to grasp the concept of intention. So, a child might understand that breaking a toy accidentally is different from doing it on purpose. Elementary school age children who endorse moral disengagement mechanisms tend to engage in patterns of thought and to experience emotions that are conducive to conduct that is detrimental to others.

## Middle Childhood: 6 - 12 years old

### Psychosocial Theory

- Crisis
- Development tasks
- Prime adaptive ego quality

### Cognitive Behavioral Theory

- Self-Regulation
- Self-Efficacy

# Middle Childhood: Becoming Social Being

## Psychosocial Crisis

Industry vs. inferiority

Industry: eagerness to acquire skills and perform meaningful work

Inferiority: feelings of worthlessness and inadequacy

## Developmental Tasks

Forming friendships,, concrete mental operations, skill learning, self-evaluation, and team play.

## Prime adaptive ego quality/core pathology

Competence/Inertia

Eager to learn new things at school/Not able to play with 'secular' friends, internalizing parents' teaching

## Cognitive Behavioral Theory

### *Self-Regulation*

Self-regulation process involves setting goals, monitoring progress, evaluating outcomes, and adjusting behavior to achieve desired results. Proximal goals, defined as smaller, achievable steps that contribute to a larger objective, is particularly effective for motivating and supporting self-directed learning.

### *Self-Efficacy*

Children in this age foster beliefs in their own capabilities (self-efficacy), and it plays a powerful role in shaping their choices, effort, and persistence. Positive self-efficacy fosters a willingness to embrace challenges, while doubts can lead to avoidance and diminished effort. Past experiences, social modeling, and encouragement builds their self-efficacy.

## Early Adolescence: 12 - 18 years old

### Psychosocial Theory

- Crisis
- Development tasks
- Prime adaptive ego quality

### Cognitive Behavioral Theory

- Self-Reactiveness
- Goal Setting

# Early Adolescence: Where I belong?

## Psychosocial Crisis

Group Identity vs. Alienation

Group Identity: scheme of ideas about social norms, expectations, and status hierarchy

Alienation: social estrangement, lack of support, or meaningful social connection

## Developmental Tasks

Physical Maturation, and Romantic and Sexual Relationships (Physical and Psychological),  
Formal Operations, Emotional Development,  
Membership in the Peer Group

## Prime adaptive ego quality/core pathology

Fidelity to Others/Dissociation

Exercise the rights and duties as a Japanese national (which was restricted under parents)/Decided and left from family and relatives, leaving myself alone

## Cognitive Behavioral Theory

### *Self-Reactiveness*

Self-Reactiveness involves the ability to monitor one's progress towards goals, to make adjustments in strategies or effort levels when necessary, and to evaluate one's own performance in light of personal standards. Adolescents are more likely to engage in thinking processes in the presence of specific goals and feedback, influencing motivation and performance.

### *Goal Setting*

Goal setting plays a crucial role in self-regulation and motivation. Adolescents with specific, challenging, and proximal goals are more likely to engage in the self-evaluative processes needed for effective self-regulation. Setting proximal subgoals is particularly beneficial as it helps adolescents stay motivated, experience a sense of accomplishment, and build self-efficacy.

## Later Adolescence: 18 - 24 years old

### Psychosocial Theory

- Crisis
- Development tasks
- Prime adaptive ego quality

### Cognitive Behavioral Theory

- Career Options/Occupations
- Personal Identity



# Later Adolescence: Who am I?

## Psychosocial Crisis

Individual Identity vs. Role Confusion  
Individual Identity: create a purposeful self integrating past, present, and future  
Role Confusion: lack of integration of identity; struggle to find meaning and has little purpose.

## Cognitive Behavioral Theory

### *Career Options/Occupations*

People around this age may seriously consider pursuing a variety of career options, develop an interest in those careers, and work towards educational requirements for those careers. Once they get a position, they may focus on self-development to keep up with the changing demands of their jobs and careers.

## Developmental Tasks

Autonomy from Parents, Gender Identity,  
Internalized Morality, Career Choice

### *Personal Identity*

Adolescents continue to construct their personal identities, both through social interactions and personal reflection on their experiences. They also develop their understanding of cause and effect, including self-produced effects, and refine their recognition of personal agency.

## Prime adaptive ego quality/core pathology

Fidelity to values/Repudiation

Full effort to get college education (which was prohibited in family)/Rejection of Jehovah's Witnesses' values, such as calling sexual minorities or college education as "satan"

## Early Adulthood: 24 - 34 years old

### Psychosocial Theory

- Crisis
- Development tasks
- Prime adaptive ego quality

### Cognitive Behavioral Theory

- Career and Self-Development
- Well-Being

# Early Adulthood: What comes soon

## Psychosocial Crisis

Intimacy vs. Isolation

Intimacy: experience a supportive, tender, open relationship without fear of losing one's identity

Isolation: fear to have close, confiding, meaningful relationships

## Developmental Tasks

Exploring Intimate Relationships, Childbearing, Work, Lifestyle

## Prime adaptive ego quality/core pathology

Love/Exclusivity

Build a stable relationship with some friend/Being isolated and become aggressive towards others

## Cognitive Behavioral Theory

### *Career and Self-Development*

People in this age range are likely deeply engaged in their occupational lives, which serve as a primary source of personal identity, self-evaluation, and social connections. The fast-paced evolution of the information era necessitates continuous self-development and adaptation. Individuals with high self-efficacy are better positioned to navigate these changes, embrace innovation, and experience greater job satisfaction.

### *Well-Being*

Maintaining health and well-being is crucial throughout adulthood, and this age range may bring new challenges and considerations.

Self-efficacy, again, is important in managing health behaviors such as exercise, weight control, and smoking cessation. Self-management skills are key to successful health promotion and disease prevention.

Maintaining social connections through their family or occupations would benefit their mental well-being, too.

## What to expect for future: based on CBT

A key concept in Bandura's theory is self-efficacy, which refers to an individual's belief in their ability to succeed in specific tasks or situations. Strong self-efficacy beliefs can lead to greater success in various areas of life, such as education, career, and health. It also has the impact on cognitive performance through entire life.

Bandura also highlight the importance of self-regulation, which is the ability to set goals, monitor progress, and adjust behavior accordingly. Effective self-regulation is crucial for achieving long-term goals and maintaining well-being. Based on the textbook, this is especially important for young adults who are navigating the challenges of adulthood, such as building careers, forming relationships, and managing finances.

Self-efficacy and self-regulation will play significant role in my future development.

# Reflection

This project helped me to review what I learned through the course and connect it to my life. After this reflection, I am more confident about Erikson's psychosocial theory and Bandura's CBT. It was somewhat stressful to recall my memories and pick which memory fits each developmental stage, but it was good exercise to change my perspective towards what I believe what happened. I only focused on psychosocial and CBT, but I know there are many developmental theories out there and personally interested in evolutionary theory, thus I will take some time to learn little bit about it during winter term.

## Reference

Bandura, Albert and Daniel Cervone. *Social Cognitive Theory*. Essays in Cognitive Psychology. 1st ed. 2023.

Newman, Barbara M. and Philip R. Newman. *Development through Life : A Psychosocial Approach* : Carnegie. 13th ed. 2017.